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ABSTRACT

This skills packet is part of the North Carolina Helping Education in Low-Performing Schools effort. This initiative helps educators establish ties with technical-assistance partners who can facilitate school-improvement efforts. The skills packet, which was designed to be delivered by a skilled trainer, focuses on school safety. The 11 activities are divided into 4 sections: (1) defining a safe school and the standards needed to make a school safe; (2) conducting an assessment of school climate; (3) crisis-intervention planning; and (4) the impact of laws, rules, and policies on school safety. Each activity is formatted the same way. Following the activity number and name, a chart details the time needed to carry out the activity, its purpose, its setting, and the materials and equipment needed for the activity. The activities are geared primarily for small groups and require a high degree of participation. After the training, participants should be able to define a safe school; understand the standards for a safe school, including physical, social/cultural, academic/special programs, and parent/community involvement; conduct a school-level assessment of the climate of the school; write a crisis-intervention plan for their school; and understand how laws, rules, and policies affect school safety. (RJM)

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Safe and Orderly Schools

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Implementation Suggestions

Implementation Suggestions

What skill level does a trainer need to deliver this skill packet?

Trainers delivering this skill packet, *Professional Development for School Improvement*, need moderate to high trainer skills. Some of the activities require the ability to read a group and adapt activities based on the group's reactions to an activity. Other activities require trainers to be comfortable with processing (i.e., synthesizing, analyzing) the outcomes with participants.

How can a trainer prepare to deliver this skill packet?

To prepare to deliver this skill packet, a trainer should read and become thoroughly familiar with any materials participants are expected to read as part of activities and the documents listed in the bibliography at the end of the skill packet.

Additionally, the trainer should review any activities being used in the skill packet to make sure that s/he is thoroughly familiar with the "flow" of the parts of the activity and comfortable with leading participants through the activity.

Next, a trainer should prepare handouts and transparencies to be used in the skill packet.

Finally, a trainer should prepare the training room, taking care to provide participants with as many creature comforts as possible.

What tips are there for working with adults?

The following statements about adults as learners are taken from the article by Fred H. Wood and Steven R. Thompson, "Assumptions about Staff Development Based on Research and Best Practice."

Adult Learner Characteristics	Staff Development Implications
Adults will commit to learning when the goals and objectives are considered realistic and important to them.	Staff Development should address areas that educators believe are important and have immediate application in the "real world."
Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.	Staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.
Adult learning is ego involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self.	Staff development should be structured to provide support from peers and reduce the fear of judgment during learning.
Adults need to see the results of their efforts and have feedback on how well they are doing.	Staff development should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.

Adult Learner Characteristics	Staff Development Implications
Adults are much more concrete in the way they operate than formerly thought.	Educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.
Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation.	Staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.
Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies.	Staff development must accommodate this diversity in terms of needs, knowledge, readiness to learn, etc.
Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence.	Staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.
Because the transfer of learning is not automatic for adults, it must be planned for and facilitated.	Coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

What are some training tips?

- Select the most comfortable site for training with comfortable chairs, tables, good lighting, adjustable heat or air conditioning, adjacent rest rooms, etc.
- Use the best audio-visual equipment that is available.
- Have music available to use before the session, during breaks, at lunch, etc.
- Have a roll sheet for participants to sign in each day.
- Have participants make name tags.
- Have individually wrapped pieces of candy on each table for snacking.
- Place materials in folders.
- Have as many activities as possible posted on walls prior to the start of the session in which they will be used.
- Have a bell or "popper" to use as a signal during activities.
- Have supplementary materials on display for review by participants.
- Have extra materials and business cards available for participants to take as they wish.
- Start each new session with a warm up activity.
- Start on time; finish on time; take breaks as indicated.
- Keep pace appropriate to activities. Do not pressure, but do not lag.

- Keep atmosphere friendly, helpful, open, and humorous.
- Re-group table groups occasionally so that participants meet new people.
- Do energizers from time to time as energy lags—just before lunch, after lunch, in the afternoon after a day-long session. For example, dance the "hokey-pokey"; do sit-down exercises; do deep breathing exercises.
- Observe constantly to gauge the level of participants' involvement. Try to involve everyone in discussion by having various tasks for table group participants to perform (e.g., reporter, recorder, time keeper facilitator).

How should this skill packet be delivered?

For an in-depth coverage of the information in this skill packet, trainers should deliver the activities in brief sessions spread out over a span of time (e.g., several weeks or months).

Also, warm-up activities, supplemental activities, and homework assignments can be added to enrich the basic content of the packet.

Participants may determine that some of the topics covered in the skill packet deserve further study. In their study, they may want to use some of the following types of activities:

- journal clubs,
- study groups,
- structured classroom observations with debriefing sessions,
- structured visitations with debriefing sessions,
- workshops with application in the classroom, and
- development of pacing guides, instructional materials, or curriculum guides.

In summary, for the best effect, the activities in this skill packet should be spread over time with provision for reflection, application, and synthesis built into the delivery schedule.

How should the training room be set up?

The training room should be set up so that all participants are as comfortable as possible and can see and hear everything that they need to participate in the activities. The trainer needs a table for activity sheets, transparencies, materials, and equipment; a refreshment table; a materials display table; and a small table set up near the entrance for agendas, name tags, and roll sheets.

Organization of Materials

Organization of Materials

How are the materials in the skill packet organized?

The activities in the entire skill packet are described in a Packet Overview. Then the activities in this skill packet are arranged sequentially and described on individual activity direction sheets.

How is the Packet Overview to be used?

The Packet Overview gives a trainer a **quick overview** of the entire skill packet. The Packet Overview is laid out in a matrix similar to the one at the top of each activity direction sheet. In this way, a trainer has a ready-reference to the entire skill packet:

- the number of each activity,
- the time needed to carry out all of the activities in each section,
- the purposes of each section, and
- the content of each section.

How are the activity direction sheets formatted?

Each activity direction sheet is formatted the same way. Centered at the top of the page, the activity number and name are listed. Following the activity number and name is a matrix giving

- the time necessary to carry out the activity,
- the purpose(s) of the activity,
- the setting for the activity (e.g., individual, small group, triads), and
- the materials and equipment needed for the activity.

The remainder of each activity direction sheet is divided into two columns. On the **left side of the page** in bold letters are listed the actions which the trainer should do to carry out the activity. Also listed on the left side are the equipment and materials as they are needed **sequentially** in the activity. On the **right side of the page**, the trainer is given a more complete explanation as to how the activity is to be carried out.

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PACKET OVERVIEW: Safe and Orderly Schools

SECTION		TIME	PURPOSE	CONTENT
I.	Defining a safe school and the standards needed to make a school safe	(Activity 1) 2 hours 15 min.	To define a safe school To understand the standards for a safe school	Assessing a school for physical/social/academic/ parent involvement against state standards
II.	Conducting an assessment of school climate	(Activity 2) 1 hour 30 min.	To be able to write a crisis intervention plan for their own school	Assessing a school for climate issues such as disruption, adult visibility, bullying
III.	Crisis Intervention Planning	(Activity 3) 1 hour 30 min.	To be able to write a crisis intervention plan for their own school	Looking at crisis situations and assessing the need for a plan
IV.	The impact of laws, rules, and policies on school safety	(Activity 4) 3 hours 30 min.	To understand how laws, rules and policies impact the safe of a schools	Reviewing school policies and writing good rules

OUTCOMES

At the end of this skill packet, participants will be able

- To define a safe school
- To understand the standards for a safe school: physical, social/cultural, academic/special programs and parent/community involvement
- To conduct a school-level assessment of the climate of the school
- To be able to write a crisis intervention plan for their own school
- To understand how laws, rules and policies impact the safety of a school

Section I: Defining a Safe School and the Standards Needed to Make a School Safe

SECTION I: ACTIVITY 1

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	• To set the tone for the workshop • To understand the definitions of a safe school	Small Group	Transparencies & handouts Definition of a Safe School Overhead projector

Describe Activity

Tell participants that this activity is intended to 'set the tone' for the workshop.

Give Assignment

Ask the participants to think back to their school years and to choose an age and grade they would like to remember. Ask the questions:

a. What did you worry about at schools?
b. What were you afraid of in school?

Process Activity

Instruct participants to share their memories in small groups.

Explain that children today have the same cares, fears, thoughts, and feelings, but many of their life experiences are very different.

Ask for volunteers to share some of their memories.

Discuss Definition of a Safe School

Have the table groups discuss their ideas about the definition of a safe school in small groups. Ask someone from each table to report to the large group.

Transparency-Definition of a Safe School

Hand out a copy of the state definition and put up transparency. Discuss definition and tell group to save their definitions for the next activity.

DEFINITION OF SAFE SCHOOLS

A safe school is one:

1. Where identified or specified problems or incidents of disruption, crime and violence are progressively decreased to zero;

2. Where any increase in reported incidents can be related to (a) improved detection and reporting of specified acts, and/or (b) consequent efforts to improve strategies to prevent or reduce such acts;

3. Perceived to be orderly, disciplined, and safe by a clear majority (i.e. at least 75%) or major stakeholders (i.e., students, educators, parents); and where a clear majority of occupants feels safe and secure at any time, while the school strives for 100 percent on these dimensions;

4. Where absences; inadequate academic performance; or dropouts, withdrawals or transfers due to feeling afraid in school are progressively decreased to zero; and

5. Where those factors known or thought to contribute to the outcomes listed above are progressively developed and nurtured.

SECTION I: ACTIVITY 2

TIME	PURPOSE	SETTING	MATERIALS
1 hour	• To understand the standards for safe schools. • To compare own school to standards.	Large Group Table Groups	Handout-Standards for Safe Schools, chart paper, dots, tape Assessment and Analysis of Needs and Problems

Describe Activity Hand out Standards for Safe Schools	Tell group they will be comparing their school to the Standards for Safe Schools.
Hand out dots **Compare the School with State Standards** Dots, chart paper, markers	Hand out the Standards. Ask them to use their definitions from the last activity, and fit them under the standards. Have a large group discussion about the meaning of each standard. Hand out three dots to each participant. Post the standards and have the participants put the dots next to the areas (grounds and buildings, parental support, etc.) that they think need improvement in their school. Tally the dots to find the top three areas of concern to the faculty.
Assign Homework Handout-Assessment and Analysis	Assign each table or group of participants one of the Standards areas (physical, social/cultural, etc.). Have them actually take a trip around the school, look into the curricula, policies, parent participation, etc. and be ready to report back to the next session what they found. Fill out the *Assessment and Analysis of Needs and Problems.*

DPI GUIDELINES FOR SAFE SCHOOLS PLANS
Definition and Standards for Safe Schools

The North Carolina Department of Public Instruction's Instructional Support/Safe Schools Team offers the following framework for the planning of safe schools. A safe school is both a condition and an outcome of an effective school. Acquiring an orderly, disciplined and safe school is dependent on a comprehensive consideration of the total environment and climate of the school--physical, social, academic, and school-community.

Definition of Safe Schools

A safe school is one:

(1) Where identified or specified problems or incidents of disruption, crime and violence are progressively decreased to zero;

(2) Where any increase in reported incidents can be related to (a) improved detection and reporting of specified acts, and/or (b) consequent efforts to improve strategies to prevent or reduce such acts;

(3) Which is perceived to be orderly, disciplined and safe by a clear majority (e.g. at least 75 %) of major stakeholders (i.e., students, educators, parents), and where a clear majority of occupants feels safe and secure at any time, while the school strives for 100 percent on these dimensions;

(4) Where absences; inadequate academic performance; or dropouts, withdrawals or transfers due to feeling afraid in school is progressively decreased to zero; and

(5) Where those factors known or thought to contribute to these outcomes are progressively developed and nurtured.

Standards for Safe Schools

Physical Environment Standards

Grounds and Buildings: Safe schools have...

- Well-maintained facilities, grounds, and perimeters
- Controlled access to each facility and surrounding grounds
- Notices that control access and direct visitors and occupants around school property
- Well-lighted and sighted accesses and traffic areas

(See also DPI Guidelines for Safe School Facilities from Division of School Support)

Surveillance Support: Safe schools have...

- Built-in or mobile security or detection devices
- Staff prepared to monitor security and detection devices, and to respond to alarms or detection of security threats or violations
- A cadre of law enforcement officers, and trained staff and/or volunteers to patrol school property
- Essential, accessible, and functional communication devices for various users' support of security

Policies and Procedures: Safe schools have...

- Policies that guide, direct, and limit access to and movement about school property
- Policies and procedures that guide responses to security violations

Social/Cultural Environment Standards

Expectations and Values: Safe schools have...

- Clearly stated and **written expectations** of behavior and conduct for all school participants
- Clearly stated and **written consequences** for inappropriate behavior and conduct for all school participants
- Established procedures for clear, consistent and equitable **enforcement** of policies, and personnel who are prepared to implement such procedures

School Climate: Safe and effective schools...

- Operate on the basis of "Total Quality" concepts (e.g. meaningful involvement and empowerment of all stakeholders)
- Promote mutual respect, acceptance and affiliation among all stakeholders
- Create an environment that is free of threats and intimidation and is welcoming and inviting
- Do not tolerate or enable even subtle forms of disruption, crime and violence

Academic and Special Program Standards

Curriculum and Instruction: Safe and effective schools have...

- Curriculum goals, integrated curricula, and educational programs that promote character education, effective social skills, problem solving and decision making, anger management and conflict resolution, and good citizenship
- Instruction that is tailored to student needs and interests

Alternative Education: Safe/effective schools have alternative learning programs that...

- Reflect the curriculum and instruction standards identified for all schools
- Are connected with the regular education and other external programs so as to permit effective transitions of students between placements

Extracurricular Programs: Safe and effective schools have programs that...

- Appeal to and involve all segments of the student body
- Extend and support the school's "Social/Cultural Environment Standards"

Parent and Community Involvement

Parental Support and Involvement: Safe and effective schools have...

- Effective communication between parents and educators
- Parents who participate in their child's school and his/her overall development and performance (e.g.: academic, character and conduct)
- Shared responsibility between parents and the school for student safety, discipline and positive involvement in school
- Effective educational programs for parents to support the above

Community Support and Involvement: Safe and effective schools...

- Establish lines of communication with all relevant community agencies/organizations (e.g., law enforcement, mental health, social services, public health and juvenile justice)
- Help to broker quality supervised care and recreation for students outside of regular school hours
- Access essential data and information on the health and welfare of the community, which can be used to identify critical needs of and plan related programs and interventions for school stakeholders
- Participate and cooperate with relevant community agents toward collaborative strategic planning and policy and program development

Summer 1996

SAFE SCHOOLS PLANNING GUIDE

Assessment and Analysis of Needs and Problems

SAFE SCHOOLS COMPONENTS **Physical Environment**	CRITICAL LOCAL INFORMATION RELATED TO SUSPECTED PROBLEMS/NEEDS	NEEDS STATEMENT	
• Grounds			
• Buildings			
• Property within Buildings			
• Surveillance: Equipment Itself			
• Surveillance: Equipment Management			
• Surveillance: Human Resources (e.g. SROs)			
• Policies Re: Access, Movement			
• Other:			

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Assessment and Analysis of Needs and Problems

SAFE SCHOOLS COMPONENTS Social Environment	CRITICAL LOCAL INFORMATION RELATED TO SUSPECTED PROBLEMS/NEEDS	NEEDS STATEMENT	
• Written Expectations of Conduct			
• Stated Consequences for Violations			
• Enforcement of Written Policies			
• Actual Conduct & Incidents (e.g. ARSV)			
• Recording/ Reporting of Incidents & Consequences			
• Perceptions of School Climate & Safety			
• Other:			

Assessment and Analysis of Needs and Problems

SAFE SCHOOLS COMPONENTS Curricular & Extracurricular	CRITICAL LOCAL INFORMATION RELATED TO SUSPECTED PROBLEMS/NEEDS	NEEDS STATEMENT	
• Engaging Curriculum			
• Curricula Re: Safe/Secure Schools			
• Delivery or Instruction of Curricula			
• Alternative Education: Placement/Pgm. Options			
• Alternative Education: Placement Procedures			
• Alternative Education: Connections with Regular Ed.			
• Other			
• Extracurricular: Options			
• Extracurricular: Access & Participation			

Assessment and Analysis of Needs and Problems

SAFE SCHOOLS COMPONENTS Parents & Community	CRITICAL LOCAL INFORMATION RELATED TO SUSPECTED PROBLEMS/NEEDS	NEEDS STATEMENT	
• Communication: Formal & Informal			
• Involvement & Participation with Schools			
• Involvement in Discipline Matters			
• Shared Initiatives			
• Other:			

SECTION I: ACTIVITY 3

TIME	PURPOSE	SETTING	MATERIALS
45 minutes	• To compare perception of problems to needs assessment • To address top needs	Large Group	Handout Picture of old/young woman Chart paper Markers

Describe Activity	Tell participants there going to explore differences in perception.
Give Assignment	Hand out picture of young/old woman. Ask participants what they see. Discuss the idea that what a person thinks is wrong may or may not be correct. At a school, a needs assessment or survey should be conducted.
Compare Needs	Have participant report on the assessments they conducted as homework. Compare the needs found in each area to the top three problems identified in Activity 2. Re-prioritize the top three needs if necessary.
Assign Committees	Assign committees to begin studying the feasibility of addressing these needs. Check school improvement plan, safe schools section to be sure needs are addressed there.

Section II: How to Conduct an Assessment of School Climate

SECTION II: ACTIVITY 4

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	• Explain the need for feelings of safety in a school	Large Group	Transparency Maslows Hierarchy of needs Chart paper Markers

Describe Activity

Tell participants they will be discussing the need for a safe and secure climate in their school.

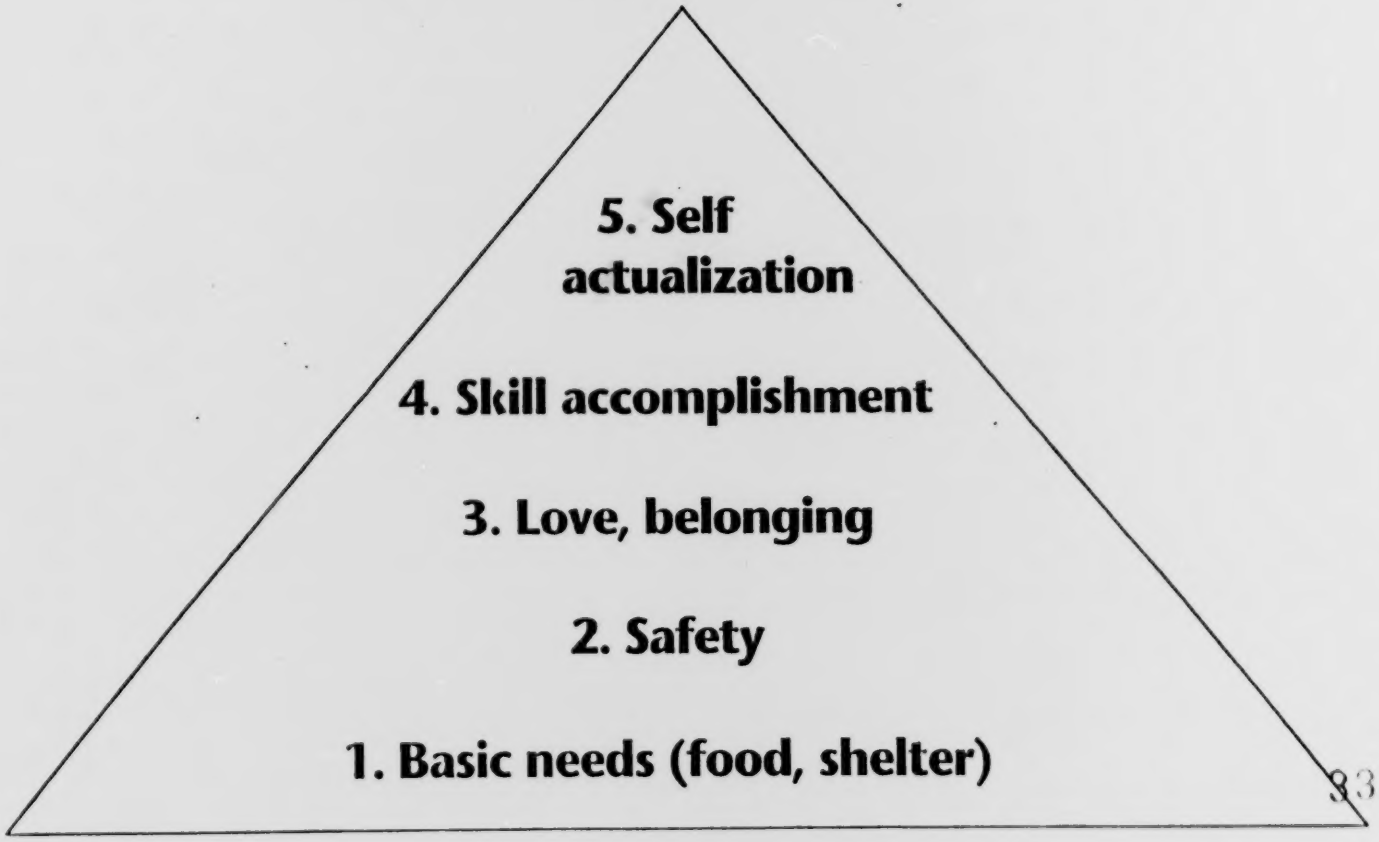
Transparency
Maslows Hierarchy of needs

Notes - Chart paper, markers

Display the transparency-*Maslows Hierarchy of Needs*. Explain that before children can accomplish skills (learning) they must have food, shelter, love, belonging and a sense of safety. Ask the participants to list the programs and activities at their school that meet some of these basic needs (breakfast and lunch, clothing closets, clubs, sports). List responses on chart paper.

Ask participants to list activities that promote a climate of safety and security. (Refer back to Standards in Section I).

Maslow's Hierarchy of Needs



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SECTION II: ACTIVITY 5

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	• To understand how climate impacts learning	Small Groups Large Group	Chart paper Markers

Describe Activity

Tell participants they will be discussing how school climate impacts learning.

Give Assignment

In small groups they should brainstorm all the ways that climate impacts learning and record their ideas on chart paper. List should include:

a. disruptive classrooms
b. adult visibility
c. bullying and harassment in the halls, cafeteria, etc.
d. displaying of student work
e. activities for students (sports, clubs)
f. other
g.

Allow 10 minutes for discussion.

Process Activity

Have each small group post its list. Discuss the subjects that appear more than once in light of student achievement. Think in terms of: Can students learn when others in the class are not paying attention? Can students learn if they are afraid to go into halls between classes?

SECTION II: ACTIVITY 6

TIME	PURPOSE	SETTING	MATERIALS
30-45 minutes	• To check perception of climate at a school	Individual Small group Large group	Paper Markers Surveys

Describe Activity

Tell participants they will be exploring the concepts of school climate.

Give Assignment

Ask participants to think back to their first week on the job at this school.

a. What did it feel like?
b. How were you helped?
c. Who spoke to you?

Discuss with the large group.

Draw a picture of or write about an ideal school climate. Include such ideas as:

a. How does the hall look?
b. What tone of voice do you hear throughout the school?
c. Are there signs on the front door and are they inviting?
d. How visible are the adults in the building?

Discuss you ideas in table groups. Then talk about your school. Compare the ideal school climate to the climate in your school.

Brainstorm

In the large group, brainstorm ways to improve the areas of concern.

Homework

Send out the surveys to parents, teachers and students to check their perceptions of the safety and climate. Upon return, check how the survey perceptions match the ones from this activity.

Student School Safety Survey I

Directions: We would like to have your opinion on issues related to the safety and security of our school. Your answers will help us in our discussions and plans for improving the schools. **Please do not write your name on this survey.**

Demographics:

1. Sex: _____ Male _____ Female

2. Race/ethnicity: _____ White, non-Hispanic _____ African-American, non-Hispanic
_____ Hispanic _____ Native American or Alaskan Native
_____ Asian _____ Other_____

3. Grade in school: _____ 9th _____ 10th
_____ 11th _____ 12th

4. In your opinion, what are the three biggest issues concerning your safety and security school right now?

1._____

2._____

3._____

5. Are there particular places at school where your feel unsafe? _____ Yes _____ No

If yes, write them below and check the times of the day when these places seem unsafe.

Place on Campus	Before School	During Class	During Lunch	After School	All Day
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Please estimate how many times each of the following have happened to you at school or on the school bus this year.

6. I have had things stolen from my:

_____ Desk	Never	1-2 times	3-4 times	5+times
_____ Locker	Never	1-2 times	3-4 times	5+times
_____ Bookbags, purse or similar carrying case	Never	1-2 times	3-4 times	5+times

7.	I have had money or things take from me by force.	Never	1-2 times	3-4 times	5+times
8.	I have been physically threatened.	Never	1-2 times	3-4 times	5+times
9.	I have been physically attacked.	Never	1-2 times	3-4 times	5+times
10.	I have been physically injured.	Never	1-2 times	3-4 times	5+times
11.	I have had unwelcome sexual advances made to me.	Never	1-2 times	3-4 times	5+times
12.	I have had attempts at sexual assault on me.	Never	1-2 times	3-4 times	5+times
13.	I have been sexually assaulted.	Never	1-2 times	3-4 times	5+times
14.	I have seen physical fights at school.	Never	1-2 times	3-4 times	5+times
15.	I have seen fights on the school bus.	Never	1-2 times	3-4 times	5+times
16.	I have seen students carrying a weapon at school.	Never	1-2 times	3-4 times	5+times
17.	I have seen students possessing harmful or illegal drugs at school (DO NOT include tobacco or cigarettes).	Never	1-2 times	3-4 times	5+times
18.	I have seen students using harmful or illegal at school.	Never	1-2 times	3-4 times	5+times
19.	I have seen students possessing or using illegal drugs on the school bus.	Never	1-2 times	3-4 times	5+times

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Teacher School Safety Survey

This survey asks about your views on safety and crime on your campus. **Do not write your name on this survey. The answers you give will be kept confidential. Items 1, 2, and 3 are optional.** Circle only one answer for each question, unless you are given other instructions.

1. Sex: _____ Male _____ Female

2. Race/ethnicity: _____ White, non-Hispanic _____ African-American, non-Hispanic
_____ Hispanic _____ Native American or Alaskan Native
_____ Asian _____ Other_____

3 a. Grade(s) that you teach at this school. (Circle all that apply.)

Pre-K	1	2	3	4	5	6
K	7	8	9	10	11	12

b. How many years have you been teaching at this school?_____

4. In your opinion, what are the three biggest issues concerning your safety and security at school?
1._____
2._____
3._____

5. Are there particular places at school where you feel unsafe? _____ Yes _____ No
If yes, where?_____

6. This school year, have you had something stolen from your desk, purse, or other place at school?

never one to two times three to four times more than four times

7. This school year, has someone taken money or things directly from you by using force, weapons, or threats at school?

never one to two times three to four times more than four times

8. This school year, has someone physically **threatened** you at school?

never one to two times three to four times more than four times

9. This school year, has someone physically **attacked** you at school?

never one to two times three to four times more than four times

10. This school year, has someone physically **hurt** or injured you at school?

never one to two times three to four times more than four times

11. This school year, has someone made **sexual advances or propositions** to you at school?

never one to two times three to four times more than four times

12. This school year, has someone **attempted to sexually assault** you at school?

never one to two times three to four times more than four times

13. This school year, has someone **sexually assaulted** you at school?

never one to two times three to four times more than four times

14. This school year, I have witnessed physical fights at school:

never one to two times three to four times more than four times

15. (Please disregard this missing item).

16. This school year, I have witnessed students carrying or possessing a weapon at school:

never one to two times three to four times more than four times

17. (Please disregard this missing item).

18. This school year, I have witnessed students **possessing** harmful or illegal drugs or alcohol at school (DO NOT include tobacco or cigarettes):

never one to two times three to four times more than four times

19. This school year, I have witnessed students **using** harmful or illegal drugs or alcohol at school:

never one to two times three to four times more than four times

20. (Please disregard this missing item)..

21 a. Is there a process or place for students to report disruption, crime or violence that occurs in school?

yes no

b. Is there a process or place for staff to report disruption, crime or violence that occurs in school?

yes no

22. Do school staff or officials follow up on reports of alleged abuse?

yes no

23. In your opinion, how serious are the following problems at school?

		Don't Know	No Problem	Small Problem	Serious Problem
a.	Vandalism, including graffiti	0	1	2	3
b.	Gangs	0	1	2	3
c.	Alcohol use	0	1	2	3
d.	Tobacco use	0	1	2	3
e.	Other drug use	0	1	2	3
f.	Selling of drugs	0	1	2	3
g.	Carrying weapons	0	1	2	3
h.	Racial conflict	0	1	2	3
i.	Other_____				

24. How safe do you feel at school?

very safe safe unsafe

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Parent School Safety Survey

Your child's school is currently reviewing its policies and programs on school safety. The administration is interested in your ideas and opinion of the problems that need to be addressed. Please circle only one answer unless otherwise instructed. **Do not put your name on this survey.**

1. Sex: _____ Male _____ Female

2. Race/ethnicity:
   _____ White, non-Hispanic _____ African-American, non-Hispanic
   _____ Hispanic _____ Native American or Alaskan Native
   _____ Asian _____ Other_____

3. Grade(s) of your children at this school. (Circle all that apply.)

Pre-K	1	2	3	4	5	6
K	7	8	9	10	11	12

4. In your opinion, what are the three biggest issues concerning your child's safety and security at school?
   1._____
   2._____
   3._____

5. Are there particular places in your child's school where he/she feels unsafe? _____ yes _____ no

   Where?_____

6. This school year, has your child had something stolen from his/her desk, locker, or other place at school?

   never one to two times three to four times more than four times

7. This school year, has someone taken money or things directly from your child at school by using force, weapons, or threats?

   never one to two times three to four times more than four times

8. This school year, has someone physically **threatened** your child at school?

   never one to two times three to four times more than four times

9. This school year, has someone physically **attacked** your child at school?

   never one to two times three to four times more than four times

10. This school year, has someone physically **hurt** or injured your child at school?

    never one to two times three to four times more than four times

11. This school year, has someone made **sexual advances or propositions** to your child at school?

    never one to two times three to four times more than four times

12. This school year, has someone **attempted to sexually** assault your child at school?

    never one to two times three to four times more than four times

13. This school year, has someone **sexually assaulted** your child at school?

never one to two times three to four times more than four times

14. This school year, has your child witnessed physical fights at school?

never one to two times three to four times more than four times

15. (Please disregard this missing item).

16. This school year, has your child witnessed other students **carrying or possessing** a weapon at school?

never one to two times three to four times more than four times

17. (Please disregard this missing item).

18. This school year, has your child witnessed other students **possessing** harmful or illegal drugs or alcohol? (DO NOT include tobacco or cigarettes).

never one to two times three to four times more than four times

19. This school year, has your child witnessed other students **using** harmful or illegal drugs or alcohol at school?

never one to two times three to four times more than four times

20. This school year, has your child witnessed other students possessing or using illegal drugs or alcohol on the school bus?

never one to two times three to four times more than four times

21. Is there a process or place for students to report disruption, crime and violence that occurs in school?

Yes No

22. Do school staff or officials follow up on such reports?

Yes No

23. In your opinion, how serious are the following problems at school?

		Don't Know	No Problem	Small Problem	Serious Problem
a.	Vandalism, including graffiti	0	1	2	3
b.	Gangs	0	1	2	3
c.	Alcohol use	0	1	2	3
d.	Tobacco use	0	1	2	3
e.	Other drug use	0	1	2	3
f.	Selling of drugs	0	1	2	3
g.	Carrying weapons	0	1	2	3
h.	Racial conflict	0	1	2	3
i.	Other_____				

24. How safe does your child feel at school?

very safe safe unsafe

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Section III: Crisis Intervention Planning

SECTION III: ACTIVITY 7

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	• To explain the need for a Crisis Plan	Whole Group	Chart paper Markers Handout A Middle School Story

Describe Activity

Tell participants they will explore the need for a crisis plan

Give Assignment

Distribute the handout entitled *"A Middle School Story"* and read it aloud while participants read silently. Allow time for comments. Instruct the participants to divide up into small groups of 3's or 4's and brainstorm what actions the school should have taken. Instruct the participants to write on chart paper at least five actions which they feel the school could have taken.

Allow 10 minutes for this activity.

Process Activity

Ask each group to post their list.

Ask someone from each group to present their list to the large group.

Ask participants how crises are handled at their school.

Ask participants to give examples of events that would require a crisis intervention plan.

A MIDDLE SCHOOL STORY

One middle school experienced the death of a student as he rode his bike home after attending a local movie theater. Within hours of the incident the students knew what had happened to the young man. The incident was written in the local newspaper. The community joined together to pay for his burial expenses since his family did not have life insurance. However, the school chose not to do anything to acknowledge his death since the incident happened off campus. The teachers were told not to talk about it with students but to continue classes as usual. Even though students whispered about the incident and some teachers expressed their feelings, they were ignored by the administration. The following week, there was an increase in students skipping class and school, several fights broke out, and students showed disrespect for authority. Three weeks after the incident the administration had a psychologist come in to talk with the students about the incident; however it was too late, the trauma had shattered student trust.

SECTION III: ACTIVITY 8

TIME	PURPOSE	SETTING	MATERIALS
1 hour	• To discuss the components of a crisis plan	Whole Group	Handouts "Who Should Be Included On The Crisis Team" Members of the Crisis Team "Crisis Management List" Transparencies "Who Should Be Included On The Crisis Team, Members of the Crisis Team"

Describe Activity

Tell participants that they will look at the components of a crisis plan.

Explain to the group that a crisis intervention plan must be in place at every school in order to minimize the effects of serious incidents that may occur unexpectedly at schools.

Discuss the Crisis Team

Handout
Who should be Included on the Crisis Team?

Distribute the handout entitled "Who Should Be Included On The Crisis Team"

Display the transparency W*ho Should Be Included On The Crisis Team*?

Discuss the qualities team members must have.

Allow time for comments.

Handout
Members of the Crisis Team

Distribute the handout *Members of the Crisis Team*

Display the transparency *Members of the Crisis Team*.

Discuss the roles of each member of the crisis team. Stress that the team leader should be notified immediately if a crisis occurs.

Distribute the handout *Crisis Management List* give an overview of the handout.

Handout
Crisis Management list

Instruct participants to divide up into small groups of three or four. Assign various sections of the Crisis Management List handout to be completed by each group. (Inform participants that they should adjust the management list to fit their school's individual needs).

Allow 15 minutes for this activity.

Process Activity

Ask someone from each group to present their group's part of the list to the large group.

Ask one person to volunteer to complete the crisis plan for his/her school and distribute copies to school staff.

Ask for Questions

Ask for questions or comments about this activity.

Who Should Be Included On The Crisis Team

The strength of a school crisis plan lies in the selection of the members of the crisis team. The best teams are composed of people possessing the following qualities:

- An ability to project multiple consequences
- A willingness to work cooperatively toward a solution
- An ability to think clearly under stress
- Flexibility
- A familiarity with the nuances of the school, its student body and its community
- Expertise in specific areas of school functions

Members Of The Crisis Team

The principal

person responsible for all decisions made and actions taken.

The principal's assistant

someone the principal trusts to make decisions similar to his or her own way of thinking, should a crisis occur during the principal's absence.

A school counselor

person trained in children's reactions to crisis, emotional stages of grief and group dynamics.

A faculty member

person having the respect of co-workers and students, who know the climate of the school and is comfortable talking.

A school psychologist

person who is a member of the district level crisis team and will provide information to school-based team when establishing a plan.

A school nurse

person who can provide information and expertise about the physical symptoms of shock or hyperventilation, and the logistics for the care and removal of injured students to area hospitals should a crisis require medical intervention.

A security officer

person experienced in crisis control and mobilization of resources.

Members Of The Crisis Team

The Principal

The Assistant Principal

The School Counselor

A Faculty Member

A School Psychologist

A School Nurse

A Security Officer

CRISIS MANAGEMENT LIST

1. CRISIS TEAM

Name Address Phone number

_____

_____

_____

_____

2. IMPORTANT COMMUNITY PHONE NUMBERS

Police department_____
Rescue squad_____
Fire department _____
School board contact person _____

3. ANNOUNCING THE CRISIS TO THE SCHOOL

Who will tell the staff and how will they do it? _____
Place _____
Method of Contact (include telephone tree) _____
_____

Who on staff should be told

Teachers_____
Bus drivers _____
Guidance counselors_____
Cafeteria workers _____
Assistants _____
Maintenance workers _____
Secretarial staff _____

How will you announce the event to students?

_____

_____

_____

_____

_____

4. FACULTY RESPONSIBILITIES

Check off what you want the faculty to do during the crisis.

___Announce event in classroom
___Notify Guidance Office of number of students wanting counseling services
___Remove very distraught students from the class by having them escorted to Guidance
___Postpone testing
___Eliminate, shorten and structure assignments for a few days.
___Discuss with and prepare students for the crisis

5. GUIDANCE OFFICE RESPONSIBILITIES

Identify individuals who can work with students

Name	Phone Number

___Inform feeder schools and area schools so they can provide support for students affected in their schools.
___Maintain a list of students counseled and call parents of students counseled to provide continued support.

6. ADMINISTRATOR RESPONSIBILITIES

Assign extra secretarial help to Guidance Office

Contact district office and community personnel for support

Name Phone Number

_____

_____

_____

_____

_____

_____

Establish areas and locations for counseling: assign locations:

Name Location

_____

_____

_____

_____

_____

___Keep staff updated

___Identify faculty and staff in need of counseling

___Emphasize facts and squelch rumors

___Remain highly visible

Section IV: How Laws, Rules and Policies Impact School Safety

SECTION IV: ACTIVITY 9

TIME	PURPOSE	SETTING	MATERIALS
1 hour	• To introduce new legislation that impacts School Safety and safe school planning	Whole Group	Handout-Safe Schools Legislation Summary Sheet of Safe School legislation Overhead projector Transparencies Safe School Legislation

Describe Activity	Tell participants that they will review *Safe Schools Legislation* to gain an understanding of how new legislation will directly affect school safety.
Review of Safe Schools Summary Sheet	• Have participants reference summary sheet as the presenter discusses each item summarized in the new legislation.
Handout-(Summary Sheet & legislation)	• Provide a copy of Safe Schools legislation.
Copy of Legislation Transparencies	• Lead participants through an examination of the content of the Safe Schools legislation.
Questions and Answers	Allow opportunity for questions and answers.

Summary of Special Provisions - Budget
(Taken from Education Legislation: 1997 Session of the General Assembly)
Sec. 8.29 Safe Schools

• **SBE** may provide assistance teams to assist schools in restoring safety and order.

• Permits a **teacher** to request assistance from a school-based committee for disruptive students if the teacher has requested assistance from the principal two or more times. Requires the principal to provide written notification if the recommendations of this committee are not followed.

• Authorizes a **local board** to secure documentation for students who transfer into their schools as to whether the student is under suspension or expulsion from a public or private school or has been convicted of a felony. Gives the local boards authority to deny admission or place reasonable conditions on admission of a student who has been suspended, expelled, or convicted or a felony.

• Requires **juvenile court counselors** to notify principals regarding juveniles (re-) entering their school who are charged with a felony offense. Allows principal to share this information with certain individuals, while keeping it confidential. Requires **law enforcement officers** to notify principals of persons under their watch who are charged with specified criminal offenses.

• Amends duties of **teachers** to require that they, **student teachers**, **substitute teachers**, **voluntary teachers** or **teacher assistants** report acts of violence to principals.

• Requires **local boards** to remove to an alternative setting a student who is at least 13 and physically assaults and seriously injures a teacher or other personnel; if not available, shall suspend the student for no less than 300 days, but not more than 365. Has permissive language for removal to an alternative setting for a student who is at least 13 and physically assaults a teacher or adult, or physically assaults another student as witnessed by school personnel, or physically assaults and seriously injures another student.

• Directs that each **school building** improvement and safety plan be coordinated with the district plan.

* Makes a **principal**'s failure to report specified criminal acts on school property a Class III misdemeanor.

• Does not allow students that have been expelled from school to be used in calculating the dropout rate.

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

115C-105.28. Safe and orderly schools.
A school improvement team or a parent organization at school may ask the local board of education to provide assistance in promoting or restoring safety and an orderly learning environment at a school. The school team or parent organization shall file a copy of this request with the State Board. If the local board fails to provide adequate assistance to the school, then the school improvement team or parent organization may ask the **State Board to provide an assistance team (G.S. 115C-105.38)** to the school.

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

"ARTICLE 27A."

115C-397.1. Management and Placement of Disruptive Students.

If, after a teacher has requested assistance from the principal two or more times due to a student's disruptive behavior, the teacher finds that the student's disruptive behavior continues to interfere with the academic achievement of that student or other students in the class, then the teacher may refer the matter to a school-based committee.

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

G.S. 115C-366 (Amended) "Student Transfer"

(a4). When a **student transfers** into the public schools of a local school administrative unit, that local board shall require the student's parent, guardian, or custodian to provide a statement made under oath or affirmation before a qualified official indicating whether the student is, at the time, under suspension or expulsion from attendance at a private or public school in this or any other state or has been convicted of a felony in this or any other state.

(a5). Notwithstanding any other law, a **local board may deny admission** to or place reasonable conditions on the admission of a student who has been suspended from a school under G.S. 115C-391.

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

7A-675.2. Notification of schools when juveniles are alleged or found to be delinquent.

(a)Notwithstanding G.S. 7A-675, the juvenile court counselor shall deliver verbal and written notification of the following actions to the principal of the school that the juvenile attends:

(1) A petition is filed that alleges delinquency for an offense that would be a felony if committed by an adult;

(2) The judge transfers jurisdiction over a juvenile to superior court;

(3) The judge dismisses the petition that alleges delinquency for an offense that would be a felony if committed by an adult;

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

7A-675.2. Notification of schools (continued)

(4) The judge issues a dispositional order, including but not limited to, an order of probation that requires school attendance, concerning a juvenile alleged or found delinquent for an offense that would be a felony if committed by an adult, or

(5) The judge modifies or vacates any order or disposition concerning a juvenile alleged or found delinquent for an offense that would be a felony if committed by an adult.

Notification of the school principal in person or by telephone shall be **made before the beginning of the next school day**.

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

15A-505. Notification of parent and school.

(a) A **law enforcement officer** who charges a minor with a criminal offense **shall notify the minor's parent or guardian** of the charge, as soon as practicable, in person or by telephone. If the minor is taken into custody, the law enforcement officer or the officer's immediate superior shall notify a parent or guardian in writing that the minor is in custody within 24 hours of the minor's arrest.

(c) A **law enforcement officer** who charges a person with a criminal offense that is a felony, except for a criminal offense under Chapter 20 of the General Statutes, shall **notify the principal** of any school the person attends of the charge as soon as practicable but at least within five days.

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

G.S. 115C-307(a) reads as rewritten:

"**(a) To Maintain Order and Discipline.** -- It **shall be the duty of all teachers**, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant **shall report to the principal acts of violence** in school and students suspended or expelled from school as required to be reported in accordance with State Board policies."

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

A local board of education **shall suspend for 365 days any student who brings a weapon onto school property**. The local board of education upon recommendation by the superintendent may modify this suspension requirement on a case-by-case basis that includes, but is not limited to, the procedures established for the discipline of students with disabilities and may also provide, or contract for the provision of, educational services to any student suspended pursuant to this subsection in an alternative school setting or in another setting that provides educational and other services.

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

(d2) (1). A local board of education **shall remove to an alternative educational setting, any student who is at least 13** and **who physically assaults and seriously injures a teacher or other school personnel**. If no appropriate alternative educational setting is available, then the board shall suspend for **no less than 300 days** but **no more than 365** days any student who is at least 13 and who physically assaults and seriously injures a teacher or other school personnel.

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

(d2) (2). A local board of education **may remove to an alternative educational setting** any student who is a least 13 and who does one of the following:

a. Physically assaults a teacher or other adult who is not a student.
b. Physically assaults another student if the assault is witnessed by school personnel.
c. Physically assaults and seriously injures another student.

If no appropriate alternative educational setting is available, then the board **may suspend** this student **for up to 365 days**.

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

115C-105.47. Local safe school plans.

(a). Each local board of education shall **develop a local school administrative unit safe school plan** designed to provide that every school in the local school administrative unit is safe, secure, and orderly, that there is a climate of respect in every school, and that appropriate personal conduct is a priority for all students and all public school personnel.

(b)(13). Direction to school improvement teams within the local school administrative unit to consider the special conditions at their schools and to incorporate into their school improvement plans the appropriate components of the local plan for maintaining safe and orderly schools.

1997 SAFE SCHOOLS LEGISLATION
(Senate Bill 352)

G.S. 115C-288(g) reads as rewritten:

"**(g) To Report Certain Acts to Law Enforcement** When the principal has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the principal shall immediately report the act to the appropriate local law enforcement agency. Failure to report under this subsection is a Class 3 misdemeanor.

SECTION IV: ACTIVITY 10

TIME	PURPOSE	SETTING	MATERIALS
1 hour	• To understand how well designed rules and regulations help foster and control order on school campuses and in the classroom.	Whole Groups Small Groups	Handouts: "10 Basic Rules in Developing Student Discipline Regulations" "The Schools Responsibilities" "How you can Evaluate a Rule" (Transparency) "Solutions to school violence" Transparencies Overhead projector

Describe Activity

Explain to participants that well designed policies or rules provide a way to establish control and order on the school campus.

Explain to participants that well-written and communicated student discipline regulations are critical in establishing a safe environment for students.

Discuss the Rules Writing Discipline Policies
Handout
10 Basic Rules in Developing Student Discipline Regulations
Transparency

*Describe the 10 Basic R*ules that should be followed in writing discipline rules and regulations.

Provide handout and display overhead "*10 Basic Rules in Developing Student Discipline Regulations.*"

Discuss the Schools Responsibilities
Transparency & handouts:
"The School's Responsibilities"

Inform participants of the School's responsibilities.

Provide handouts to the group *The School's Responsibilities*. Have participants to write a rule (small group). Then ask the questions from handout *How can you evaluate a rule*.

Have participants respond to the questions from the handout *How Can you Evaluate A Rule*? (Show the transparency as you discuss the groups responses.

Discuss Solutions to School Violence Handout: "Solutions to school violence"	Discuss solutions to school violence that were suggested by the Department of Education and the Department of Justice, using handout *Solutions to School Violence.*
Ask For Questions	Ask for questions or comments about the activity.

THE SCHOOL'S RESPONSIBILITIES

A safe school is one that has "a disciplined learning environment free of drugs and violence." A safe school also ensures the well-being of all those using school facilities including staff, teachers, and visitors. It is the school administrators' and teachers' responsibility to see that the school is a place where all students have an opportunity to learn in a safe environment. This means an environment where everyone is free from fear of harm or injury to themselves or their property. The followings are responsibilities schools often try to fulfill to provide a good environment for student learning.

1. **Fair and reasonable rules.** The school is responsible for establishing fair and responsible rules that all people on campus, students and adults alike, are responsible for following. These rules should be designed to:

   - provide order, security, and an environment that promotes learning
   - protect the equal opportunity of all students to learn.
   - prevent unfair discrimination against students.
   - establish fair ways to deal with conflicts over the rules.
   - establish fair ways to deal with people accused of violating rules.
   - provide reasonable and fair ways to discipline students who violate rules.

2. **Fair administration of rules and laws.** Teachers and administrators are responsible for carrying out school rules and laws in order to govern their school in a fair and reasonable manner. For example, all students should

   - understand the rules and laws that they are required to obey and the reasons for them.
   - have an opportunity to voice their opinions about the rules and the laws.
   - have an opportunity to assist in making rules when it is reasonable and lawful for them to do so.
   - be required to obey the rules and laws.

3. **Fair enforcement of rules and laws.** Schools are responsible for enforcing rules and laws in a fair and reasonable manner. Teachers and administrators are responsible for enforcing rules and laws against fighting and the use of weapons by

- discovering the students who are breaking the law. They are responsible for finding students who bring weapons to school and who commit acts of violence on or near school grounds. For example,
    - disciplining students who break school rules
    - reporting students who break the law to local law-enforcement agencies

- confiscating weapons. Schools are responsible for taking away any weapons that students bring to school and for giving those weapons to local law enforcement agencies.

- disciplining students. Schools are responsible for taking disciplinary action against students found guilty of possessing a weapon, committing acts of violence, or taking, damaging, or destroying property.

4. **Fair management of conflicts over the rules.** Teachers and administrators are responsible for using fair procedures when managing conflicts over rules and laws. They also are responsible for dealing fairly with students accused of breaking them. Students suspected or accused of breaking rules or laws are entitled to

- fair procedures in the way information is gathered and decisions are made. For example they should be
    - protected from having their identity revealed if they report violent or potentially violent incidents.

    - protected from being searched or having their property searched without good reason.

    - informed of the charges against them.

    - given an opportunity to answer the charges against them and to tell their side of the story

    - allowed to have other people speak and give evidence on their behalf

    - judged in a fair and impartial manner

5. **Fair treatment of students found guilty of breaking rules.** Teachers and administrators are responsible for dealing reasonably and fairly with students who break rules. Their actions should be designed to

- set things right when a wrong or injury has occurred.
- prevent students responsible for harming others from doing so again.
- discourage other students from similar behavior.

6. **Maintaining a safe campus.** The school is responsible for providing campus security to

- protect students from other students
- keep uninvited visitors and troublemakers off campus

7. **Community protection.** The school is responsible for helping to protect and promote the welfare and safety of the community where the school is located by

- monitoring the behavior of students while on the campus
- reporting to parents and law-enforcement agencies any student they know of or hear about who violates the law while not on the school campus.

8. **Educational programs.** The school is responsible for providing programs to help students and their parents discover ways of resolving conflicts without resorting to violence. They are also responsible for having crisis-management plans in case problems occur. Such plans may include

- informing authorities
- counseling students and parents
- involving community public-service agencies

Excerpted from: **Violence in the Schools: Developing Prevention Plans Center for Civic Education**

THE SCHOOL'S RESPONSIBILITIES

1. Fair and reasonable rules
2. Fair administration of rules and laws
3. Fair enforcement of rules and laws
4. Fair management of conflicts over the rules
5. Fair treatment of students found guilty of breaking rules
6. Maintaining a safe campus
7. Community protection
8. Educational programs

Source: Violence in the Schools, Center for Civic Education, 1994

HOW CAN YOU EVALUATE A RULE?

1. What rule did the person or group make?

2. Why did the person or group think a rule was necessary?

3. Aside from making a rule, what might be some other ways to deal with the problem?

4. What are some things that might happen because of this rule?

5. What are the strengths and weaknesses of the rule? Is the rule

   - fair?
   - easy to understand?
   - well designed to achieve its purpose?
   - clear as to what is expected?
   - designed so that it does not interfere unnecessarily with other values such as due process, privacy, or freedom?
   - possible to follow?

6. Would you keep this rule as it is, change it, or do away with it? Why?

SOLUTIONS TO SCHOOL VIOLENCE SUGGESTED BY THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF JUSTICE

1. Have parents form a community-action task force to prevent violence from occurring in the neighborhoods in which the school is located.

2. Use metal detectors on a random basis to search students for weapons.

3. Provide instruction in conflict-management and anger-control programs as part of the regular school curriculum. A conflict-management program is a prearranged set of procedures designed to reduce or eliminate conflict when it occurs. An anger-control program teaches students alternate ways to get rid of or handle their hostility.

4. Introduce mentoring and tutoring programs for youth who are at risk of failing in school, using drugs, turning to violence, or displaying other negative behavior.

   - **At-risk** students are those who are frequently absent from school without good reason, have many discipline problems, and may have been in trouble with the police.

   - **Mentoring** programs pair older youths and adults with students for one-on-one assistance. Mentoring may include keeping in touch with the family and teachers, checking school attendance, and helping with school work.

   - **Tutoring** programs provide volunteers to help students with school work. Volunteers may be older students, teachers, or adults from the community.

5. Teach after-school and weekend recreational programs.

6. Develop a school **crisis management** plan. A crisis-management plan is a prearranged set of procedures that can be set in motion when a dangerous or difficult event occurs. The plan could include better campus security such as the use of security guards, fencing, and special training for teachers and administrators. It also might require establishing of student programs such as Youth Crime Watch, Students Against Violence Everywhere (S.A.V.E.), student patrols, peer mediation, teen court, etc.

7. Adopt stricter school rules and punishment for alcohol use, fighting, and theft at school and school events.

8. Establish a school-community committee to improve the school's learning and social environment.

9. Develop a school-community service program to address violence problems at school and in the community. A school-community service program provides a needed service through the cooperative effects of both the school and community.

Source: Violence in the Schools, Center for Civic Education, 1994

Transparency

As student discipline regulations are developed, 10 basic rules should be followed:

1. All school systems should have student disciplinary rules.

2. Rules must conform to applicable statutes.

3. Rules must conform to constitutional requirements.

4. Rules must be reasonable and not oppressive.

5. Rules should be clear.

6. Adopt rules in good faith; do not design rules to serve some ulterior motive.

7. Rules must serve a public purpose and enable the school to perform its function.

8. Rules should be written in appropriate form.

9. Rules must be approved in the manner required by law by the governing authority.

10. Student disciplinary rules must be disseminated.

SECTION IV: ACTIVITY 11

TIME	PURPOSE	SETTING	MATERIALS
1 hour	• To help participants become aware of the documents within their LEA that help foster a safe environment for learning • To examine classroom rules and regulations that may need revisions	Whole Group Small Group	Flip chart and paper Markers Student Code of Conduct and Student Handbook

Prior Sessions

Prior to session, inform participants to bring a copy of the student code of conduct, parent/student handbook, and a list of their classroom rules.

Describe Activity

Look at documents, rules and regulations within their schools and LEAs.

Brainstorm the Resources that Address Rules and Policies in your Own School

Ask participants to brainstorm and create a list of resources within their school that addresses discipline and safety rules, policies, and laws (i.e. Student Code of Conduct, Parent/Student Handbook, etc).

**Note - Ask how many brought a copy of the Student Code of Conduct, Parent/Student Handbook*

Discuss how Laws, Policies and Rules Impact School Safety and Classroom Climate

Ask participants to discuss what impact do these laws, rules, and policies have on the safety of the schools.

Have participants work in small groups to list some of the rules or policies within their own classroom that are most often violated.

Ask participants to explore ways to avoid or correct rules or policies that may be problematic.

Discuss consequences and issues related to classroom management that may have stemmed from inappropriate policies and rules.

Ask the question: What are the strengths and weaknesses of the rule?

a. Is it fair?
b. Easy to understand?
c. Well designed to achieve its purpose?
d. Clear as to what is expected?

Would you keep this rule as it is, change it, or do away with it? Why?

EVALUATION FORM

Title of Presentation: _____

Presenter(s): _____

Date: _____

Location: _____

Participant's Position: _____

School: _____

Part I

1. What was the most useful part of this session?

•

2. What did you learn from this session?

•

3. How will this help you in your position?

•

Part II

Please indicate your opinion of this session by checking the appropriate column according to the scale below:

SA=Strongly Agree **A**=Agree **D**=Disagree **SD**=Strongly Disagree

Statement	SA	A	D	SD
1. The purpose/objectives of the session were clear.				
2. The presentation increased my knowledge of the content.				
3. The presentation was organized effectively.				
4. Activities were appropriate to my needs.				
5. The presenter(s) encouraged and allowed time for questions.				
6. As an overall evaluation of this session, I consider it worthwhile.				

Part III Additional Comments/Suggestions

BEST COPY AVAILABLE

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Bibliography

McLaughlin, Miriam and Sandra Hazouri. (1994). The Race for Safe Schools. Minneapolis, MN: Educational Media Corporation

Petersen, Suni and Ron L. Straub. (1995). School Crisis Survival Guide. West Nyack, KY: The Center for Applied Research in Education.

Stephens, Ronald. (1995). Safe Schools: A Handbook For Violence Prevention. Bloomington, IN: National Educational Service.

Questions?

For questions about skill packet on Safe and Orderly Schools, contact:

Public Schools of North Carolina
Department of Public Instruction
Division of School Improvement

Sandra Peyser, Education Consultant, Team Leader	(919)715-1639
David Bryant, Education Consultant	(919)715-1643
Iris Marbet, Education Consultant	(919)715-1684

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Safe and Orderly Schools

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